Administration of the CRT-Alternate

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Session Presenters

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Learning a Bit about You….

- What is your role?
- Have you given the CRT-Alt before?
- Are you a resource to test administrators in your school/district?

- Do you have questions coming into this year's administration? (use index cards – pass forward)

Assessment for Students with Disabilities Under NCLB

- All students must participate

- Tests are aligned with Montana content standards
- IEP team determines test option appropriate for each student

- Current Options:
  - CRT (grade level standards)
  - CRT with accommodations (grade level standards)
  - CRT-Alt (alternate standards and benchmarks aligned with grade level content standards)
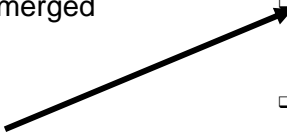- Future possibilities??

Eligibility Questions

1. Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?

2. Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?

Eligibility Questions (con't)

3. Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?

4. Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?

# Changing Curricular Context for Students with Significant Disabilities

- **Early 1970s**
  - Developmental Model
- **1980s**
  - Rejected "developmental model"
  - Functional, life skills curriculum emerged

- **1990s**
  - Also: social inclusion focus
  - Also: self determination focus
- **2000**
  - General curriculum access (academic content)
  - Plus earlier priorities (functional, social, self determination)

What Does this Mean in Practice?

- All students need to have the opportunity to learn academic content
- Less complex performances of grade level achievement standards

Research and Practice-Based Literature Emerging
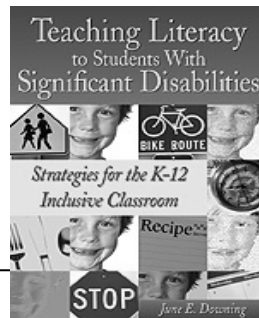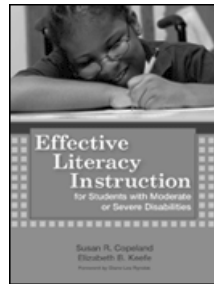
Curricular Focus of the CRT-Alt

- Test items are aligned with Montana curriculum standards in Math, Reading, and Science.
- Standards have been expanded to encompass skills that lead to the development of grade level standards.
- Standards and Expanded Benchmarks documents are available online at: **http://www.opi.mt.gov/assessment/Phase2.html#AAOver**

Preparing for Test Administration

Information Resources
- Training CD
- Administration Manual
- Download scoring rubric (on Materials CD, websites) if larger copy is helpful
- Experienced colleagues

Pre-Administration Activities
- Review test protocols
- Identify needed materials
- Customize materials as needed
- Review rubric, scoring procedures, and scoring rule

Stepping Through the Test Booklet

Test Booklet: Organization

Assessment Format

Material	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials teachers need to supply.	This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed. Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.

Test Materials

Materials

11.
- Five $5 bills
- Calculator or multiplication tables

Communication support strategies:
- Student can select response from a display of 4 number symbols.
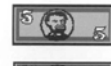
five dollars	ten dollars
twenty dollars	fifteen dollars

Check in Advance for Other Materials Needed

Materials Provided
- Ball number cards: 2, 3, 4, 5
- Ball number line
- Worksheet: ants
- Worksheet: children in a line
- Bee number cards
- Bee card template
- Number cards: 4, 5, 6
- Number cards: 1st, 2nd 3rd

Other Materials Needed
- 4 counters
- Materials typically used by the student for reading/writing other than what is provided in this kit
- Materials typically used by the student to communicate (e.g., communication device, objects, switches, eye gaze board, tactile symbols)
- Throughout the activity, make any material substitutions necessary to enable the student to understand test questions (e.g., objects, larger print, different pictures, materials in auditory formats).
- Materials provided may need to be further adapted for students who are hearing or visually impaired. Suggestions for adapting materials are in the CRT-Alternate Administration Manual.

Grade 5 Math Material Summary Form

Mathematics Tasklet 1

Materials provided in Material Kit:	Teacher supplied materials:
• Ball number cards: 2, 3, 4, 5 • Ball number line • Worksheet: ants • Worksheet: children in a line • Bee number cards • Bee card template • Number cards: 4, 5, 6 • Number cards: 1st, 2nd, 3rd	• 4 counters

Mathematics Tasklet 2

Materials provided in Material Kit:	Teacher supplied materials:
• Circle template • Symbol cards: –, +, x, ÷ • Number cards: 0, 1, 7, 14 • Evidence template: 7 + 0 = • Evidence template teacher recording sheet • Addition sentence: 2 + 4 = 6 • 4 options of circle template (if needed) • Number line (if needed)	• 12 counters

Mathematics Tasklet 3

Strategies for Organizing Materials

- Schedule prep time (substitute, time to work with other test administrators)
- Test booklet in binder, to allow for easy flipping from page to page (single sided)
- Materials in individuals folders, or single folder with divider, sequenced by item
- Use of another person to "hand" materials to test administrator
- Maintain files of materials from year to year
- Others???

Activity Steps Teacher Will:

Activity Steps
Teacher Will:

11. Review how $10 is made up of two $5 bills.

"How many $5 bills are in $25?"

Scaffold: [varies based on use of division or multiplication – modify as needed]

Level 3: *"You can divide 25 by 5 to get the answer."* Repeat question.

Level 2: Allow student to use calculator or multiplication tables to get answer. "*Is the answer four or five?"*

Level 1: Demonstrate or assist student in using calculator or multiplication tables to get answer. *"There are five $5 bills in $25."* Assist student as needed to identify correct response.

- Describes how to prepare for and introduce test item
- Provides script for the questions
- Provides script for scaffolding
- Language may be modified

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Strategies to Help With the Scripted Implementation

- Review scripting in advance
- Write notes about language/materials substitutions in test booklet
- Practice sequencing with peer who is also administering the test

Student Work/Student Will:

**Student Work
Student will:**

11. Use division or multiplication to solve equation.

- Identifies the expected student response

Performance Indicators

Performance Indicators Use Scoring Guide
TRANSFERS SCORES TO STUDENT RESPONSE BOOKLET

7. Identifies a variety of resources.

O	O	O	O	O
4	3	2	1	0

Performance Indicator:

1.2.1.1

<u>Expanded Benchmark:</u>

1.2.1

- The performance indicator describes the specific skill that is being assessed by a test item.
- A complete list of performance indicators for math and reading are in the Expanded Benchmarks documents described previously.
- Performance indicators for each grade and content are released online every year.
- Scoring rubric.

Scoring

Montana Alternate Assessment Scoring Guide

Performance (independence and accuracy)
Used to score every item during the structured observation test activity.

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

- Scoring and scaffolding are directly related processes.
- Except for several introductory items, each item is scored using the rubric above.
- The rubric is sensitive to small differences in performance among students that may require assistance in order to respond to the test items.

Scaffolding---→Scoring

> *"You will put your name on this worksheet. Which of these is your name?"*
>
> Assist the student to write his/her name on the worksheet.
>
> Scaffold:
> Level 3: Remove one incorrect name. Repeat question.
> Level 2: Remove another incorrect name. Repeat question.
> Level 1: Remove another incorrect name. *"Here is your name. Show me your name."* Assist student as needed to identify name.

- ALWAYS allow student the opportunity to respond independently.
- Proceed through scaffolding sequentially.
- Score response based on level of assistance provided.

Introductory Items

Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET	
3. Attend to the teacher setting up the activity.	3. Attends to another person demonstrating a procedure.	
	O	O
	4	0

- Introductory items are scored on a different scale.
- They are always the first item of each tasklet.

Scoring Issues/Suggested Strategies

- Circle score or scaffolding level in test booklet – don't worry about filling in dots!
- Have a second person record score (verbalize or point to scoring rubric to ensure accuracy).
- Others??

Student Evidence
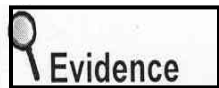
Evidence

Use the Research Project Summary template provided to record the student's name.

- 2 Forms must be completed for these items.
  - Teacher Recording Sheet
  - Evidence Template

Teacher Recording Sheet for Student Evidence

EVIDENCE TEMPLATE TEACHER RECORDING SHEET

Reading Tasklet 3		Item 3	Item 5
Describe how the student communicated their response.	• Used words to respond • Used communication device/display • Pointed to manipulated task materials • Used auditory scanning • Used gestures/sign language • Other form of communication	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
Describe student's initial response to the task before scaffolding.	• Correct response • No response • Incorrect response	☐ ☐ ☐	☐ ☐ ☐
If applicable, describe the student's response after level 3 scaffolding.	• Correct response • No response • Incorrect response	☐ ☐ ☐	☐ ☐ ☐
If applicable, describe the student's response after level 2 scaffolding.	• Correct response • No response • Incorrect response	☐ ☐ ☐	☐ ☐ ☐
If applicable, describe the student's response after level 1 scaffolding.	• Correct response • No response • Incorrect response	☐ ☐ ☐	☐ ☐ ☐
If applicable, check the box and describe the student's behavior if the student was not responsive to the task.		☐	☐

- Record Student's response as the item is administered
- Fill out for each item that requires student evidence

Evidence Procedures

NEW

Evidence Template
Item 5

Indicate the student's FINAL response to this item by placing a check or circling their selection from the choices below.

Item 5
Who is the story about?

Write the student name here.

- Magnifying glass icon ⚲ gs items that require evidence
- NEW for 2009: Test Administrator should record student's final answer on Evidence Template (not the student)

Dealing with Student Resistance

- Prevention strategies:
  - Frequent breaks
  - Short test periods
  - Scaffolding to support students when they need assistance

- Active resistance is scored as a "0" for inconclusive.
- If there are 3 consecutive "0" scores, stop the administration of the test.
- Resume test at another time, following the scoring rule procedures for halting on the next slides and in the CRT-Alternate Administration Manual.

Scoring Rule

- When test is resumed at a different time, readminister the final 3 items on which the student scored a "0".
- If the student again scores a "0" on 3 consecutive items, halt test administration.
- If the student scores anything other than a "0", continue testing as before.
- If 3 consecutive "0s" are scored again, halt the testing of the tasklet and leave remaining items blank. Continue on to the next tasklet.

Strategies for Customizing the Test for Individual Students

CRT-Alt: Structured Yet Flexible

- Students for whom this assessment is designed vary in how they communicate and respond.
- Test administrator must carefully examine the tasks *in advance* and make necessary adaptations for individual test takers.

Your analysis encompasses…
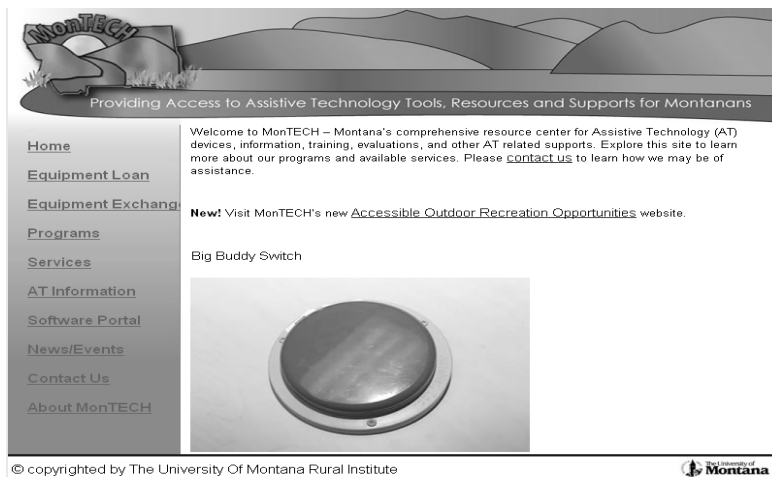
- Student's communication skills
    - How student *receives* information
    - How student *expresses* information
- Task demands
    - Format of question
    - Format of materials provided
    - Response required of student

Communication Supports

- What system does the student use to communicate on a daily basis?

- Customize THIS system to the demands of the assessment task.

AT Loan Program Available to Montana Educators

http://montech.ruralinstitute.umt.edu/

Analyze Communication Demands

- What vocabulary must be available to provide appropriate options for EACH STEP of the test?
- Create displays that are consistent with student's discrimination, sensory, and motor skills.

Beyond the individual test items…

- Consider messages that might be needed throughout the test.
    - I need help
    - I don't understand
    - Please repeat
    - Can we take a break?
    - Yes/No
- Consider having a display accessible to student throughout the test.

Test Demands

- Format of question
    - Multiple-choice
    - Yes/No
    - Open-ended
- Task materials provided
    - Is reading involved?
    - Is manipulation of materials required?
- Response required of student
    - Does student have to "say" something?
    - Does student have to "do" something?

Multiple Choice Questions Represent a Majority of Test Items

4. Display 4 word/picture symbols on the work space.

"Show me the word/ picture/symbol/object that means library." (If library is not available, substitute appropriate term.)

park

library

playground

store
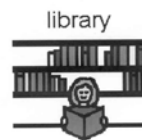
Scaffolding Multiple Choice Items

Level 4

Level 3

park

library

park

library

playground

store

playground

Level 2

Level 1

park

library

library

Your Analysis

- Will student understand visual choices presented?

- # If no, adapt the materials
  - Modify display/size of pictures
  - Use objects

Modifying Size/Display

- Cut laminated grid to display choices as appropriate for student
- Use electronic version of materials to enlarge them
- Program communication device with auditory output to enable student to hear choices
- Use real objects

Your Analysis

- Can student make pointing response required of item

- ## If no, adapt the response required

  - Select display that allows for alternative inputs
  - Teacher presents options in scanning format
  - Adapt question to require yes/no response
  - Present responses in auditory format that student can "stop" with reliable motor response

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Yes/No Responses

- Shift communication responsibility to the teacher
- *"Let me show you the choices. Is this the library? Is this the library?"*
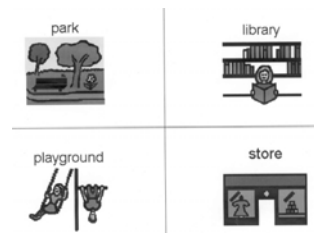
yes   no

park   library

playground   store

4. Display 4 word/picture symbols on the work space.

"Show me the word/ picture/symbol/object that means library." (If library is not available, substitute appropriate term.)

Yes/No Question Responses

- Use communication supports as needed
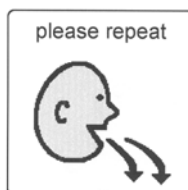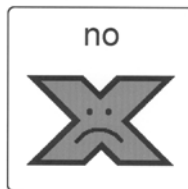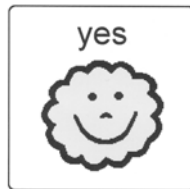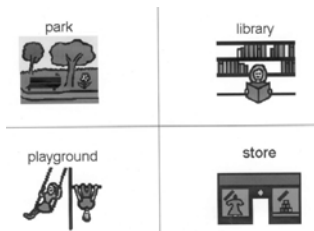

Student "Stops" Scanning Display

stop

- Teacher points to each picture in sequence
- Student directs teacher to "stop" when the teacher points to the correct response

Items Requiring Performance

11. Display literary materials on the work space and encourage the student to explore them. Observe correct manipulation of literacy materials.

"Show me how you use this."

Communication support strategies:
- Student may look at/ point to task materials to express response

OR

- If student is unable to manipulate the task materials, ask student to indicate (e.g., "yes"/"no") if teacher is handling materials correctly (e.g., "*Is the book in the correct position? Am I going to hit the right button?*").

Example of Scaffolding a Performance Item

- Level 3 = provide additional information

- Level 2 = model correct response

- Level 1 = guide student through correct response

Scaffold:
Level 3: Give the student a verbal description of how to hold book/turn on tape. Repeat task request.
Level 2: Demonstrate the correct way to hold/turn on the material. Give materials to student and repeat task request.
Level 1: Assist student to manipulate materials appropriately, saying *"This is how you use this."*

Test Administration Setting

- Considerations:
  - Minimize distraction
  - Student familiarity
  - What is room usually used for?

Lessons Learned About Training and Preparation

Some final thoughts, based on teacher feedback from previous years.

Biggest barrier in implementation of test:

|			
Time to prepare	27 (55%)	Difficulty getting materials	9(18%)
Didn't know password to access materials	18 (37%)	Access to color printer	7 (14%)
Time	18 (37%)	Accessing online materials	3 (6%)
Lack of training	15 (31%)	Accessing the internet	3 (6%)
Time to customize materials for my student(s)	15 (31%)		

Suggestions for better preparation of teachers:

- Actual participation in a mock administration of the test
- Annual training before testing
- Better advertising of when training is available
- Manipulatives/materials easier to access
- Examples, observations to review prior to testing
- Get familiar with test before administering it
- Get info to teachers about test earlier so they have time to prepare
- More time to prepare and find materials
- Go over thoroughly before administration; some directions are vague, and you have to know how you will handle the questions beforehand
- Have materials in a packet so teachers have more time to familiarize themselves with the test

Tips to make this a more positive experience:

- 20-30 minute testing sessions
- Practice with the materials by yourself or with colleague
- At this time, I myself, am not very positive about this test
- Better communication and awareness of crucial deadlines
- Clear, explicit, detailed instructions on HOW to give the test
- Make sure student needs to do his/her best
- Get JUMP newsletter, keep yourself informed, ask lots of questions
- Give yourself time to prepare in advance
- Plan on extra time to prep for classes missed due to testing
- I found the administration of this test confusing yet fun. The student responses surprised me. The test is difficult yet it pushes us to higher levels.
- More assistance and materials needed
- More training and more time to administer
- Organize testing materials and have shorter times with breaks
- Pick & choose the students that take this test
- Prepare the students and introduce them to the materials
- Use 2 people and plan on lots of time to prepare for the test
- Use student weaknesses to facilitate new goals

Did you learn new information about your students?

N = 45

34

11

Frequency

no   yes

Did administration of the test provide you with new information ab
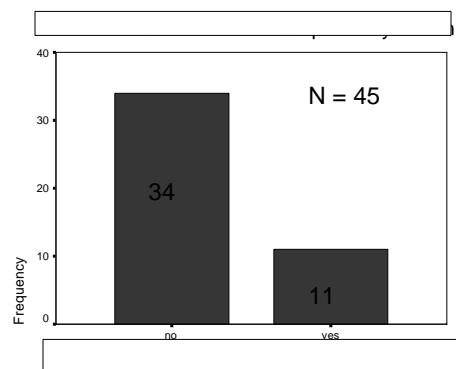
Did the test cause you to rethink instructional priorities?

N = 42
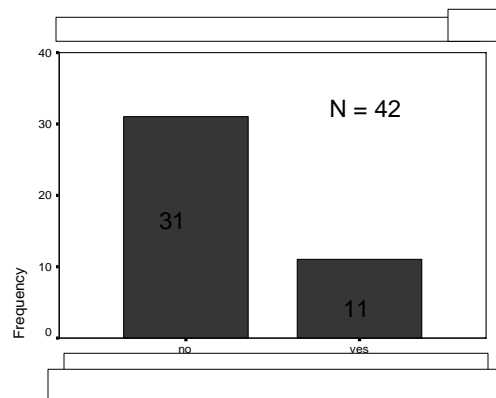
New information learned:

- It did give insight as to how student look at things
- Exceeded my expectations
- I'll know better once I have had an opportunity to review the results
- I found out areas that were lacking
- I found my students were more capable than I thought! I also found out some were weaker.
- I was surprised she understood and named "map".
- It confirmed what I already know.
- The student that I tested does not talk very much. She has a hard time telling us her thoughts. When she was asked to draw on paper what happened in the Lewis & Clark story, I was amazed at how much she knew and how many pictures she drew.